

***New Jersey Character Education Partnership (NJCEP) Initiative  
Report on Year-Two Outcomes***

***2001 –2002***



**James E. McGreevey  
Governor**

**William L. Librera, Ed.D.  
Commissioner**

**Isaac R. Bryant, Jr.  
Assistant Commissioner  
Division of Student Services**

**Susan B. Martz  
Director  
Office of Program Support Services**

**New Jersey Department of Education  
Division of Student Services  
Office of Educational Support Services  
100 River View Plaza, P.O. Box 500  
Trenton, New Jersey 08625-0500**

**September 2003**

**PTM No. 1504.02**

## STATE BOARD OF EDUCATION

ARNOLD G. HYNDMAN

*President* ..... *Belvidere*

DEBRA CASHA

Vice President ..... Kinnelon

JEAN D. ALEXANDER ..... Absecon

MARGARET F. BARLETT ..... Pine Beach

RONALD BUTCHER ..... Pitman

MAUD DAHME ..... Annandale

KATHLEEN DIETZ ..... Hillsborough

ANNE S. DILLMAN ..... Perth Amboy

ORLANDO EDREIRA ..... Elizabeth

JOHN A. GRIFFITH ..... Montclair

SAMUEL J. PODIETZ ..... Lumberton Township

THELMA NAPOLEON-SMITH ..... Trenton

EDWARD M. TAYLOR ..... Somerdale

ROBERTA H. VAN ANDA ..... Rumson

*William L. Librera, Ed.D. Commissioner of Education*  
*Secretary, State Board of Education*

**The following are excerpts of Governor James McGreevey's  
Inaugural Address on January 17, 2002**

\*\*\*\*\*

*“Through education we transmit our American values and we prepare our children to be responsible citizens. For our democracy to flourish, we require an educated citizenry.”*

\*\*\*\*\*

*“We as citizens of this community must know that the education of our children is not someone else’s task. Nor is it simply a burden, which falls only on teachers and parents. The responsibility for educating our children and developing their character rests with us all. For the education of our children is about our future, our passing of knowledge and values from one generation to another.”*

\*\*\*\*\*

*“It is intolerable that certain schools fail to establish basic standards, basic discipline and clear levels of accountability. Our schools must also provide a compass to our youngsters, to help them navigate between right and wrong, between fact and fiction, between faithful and false.”*

\*\*\*\*\*

## **ACKNOWLEDGEMENTS**

The New Jersey Center for Character Education (NJCCE) prepared this report on year two outcomes of the New Jersey Character Education Partnership Initiative for the Office of Program Support Services (OPSS). OPSS staff, Haydee Perez, Nyeema Watson and Dr. Tom Collins organized the school district reports with the assistance of Kathleen Bianchini of the Division of Student Services. Dr. Philip Brown, NJCCE director and Lisa Henry, doctoral student intern in the Graduate School of Applied and Professional Psychology, Rutgers University wrote this report in consultation with the New Jersey Department of Education.

The NJCCE is supported by a grant to the New Jersey Department of Education under the Partnerships in Character Education Grant Program of the U.S. Department of Education.

## TABLE OF CONTENTS

Section	Page
I. Executive Summary	1
II. Initiative Overview	3
III. School District Participation and Program Selection	7
IV. School District Reports: Process and Outcome Data	12
V. Project Outcomes: School Profiles	
▪ Student Discipline	14
▪ Improvement in School Performance	21
▪ Effective Staff Development	22
▪ Positive Student Self-Reports	23
▪ Improved School Climate	25
VI. Noteworthy Impact Statements	
▪ Student Skill Development	27
▪ Team and Community Development	28
▪ Problem Solving and Decision Making	29
▪ School Climate	30
▪ Parental Involvement	31
VII. Current Status	32
List of Figures	
▪ Figure 1. Year Two School District Reporting	7
▪ Figure 2. Year Two Breakdown of Character Education Programs Selected	8
▪ Figure 3. Participation by Grade Level	8
▪ Figure 4. Percentage of Schools Providing Character Education by Times	11

## List of Tables

- Table 1. Teachers Trained by County 9
- Table 2. Parent and Community Involvement by County 10
- Table 3. Number of Public Schools Reporting Outcomes 12
- Table 4. Number of Charter Schools Reporting Outcomes 13

## Appendix A 33

- National Schools of Character and Promising Practices Awards
- Star Schools/Best Practices Awards

## Appendix B 36

- 2001-2002 Project Outcomes Form

**New Jersey Department of Education  
Division of Student Services  
Office of Program Support Services**

***New Jersey Character Education Partnership Initiative:  
Report on Year-Two Outcomes***

**I. Executive Summary**

The *New Jersey Character Education Partnership (NJCEP) Initiative* was announced in January 2000 as part of the Governor's State-of-the-State message. The purpose of this initiative is to assist public school educators to adopt high-quality character education programs that will meet the developmental needs of students throughout New Jersey by promoting pro-social student behaviors and creating a caring, disciplined school climate conducive to learning. This initiative was announced in January 2000 and has been a dedicated state aid line item in the Governor's budgets since 2001. Fiscal Years 2001 and 2002 budgets provided \$4.75 million each year to public school districts and approved charter schools to be devoted to character education program development and implementation. The New Jersey Department of Education (NJDOE) administers the initiative and supports implementation of character education programs through professional development and information networking.

The NJCEP initiative will assist the department in meeting one of the important objectives in Governor James E. McGreevey's 21-point education reform plan for New Jersey -- *To develop new initiatives to improve character education in our schools to help our children become productive, informed and actively involved citizens*. This initiative was also included in the Fiscal Year 2003 state budget at the same funding level.

This report provides an overview of the continued progress of the initiative and summarizes the data submitted by second year participating public schools for the 2001-2002 school year. More than 700,000 students participated with a variety of character-building activities throughout year two. The report provides descriptive data on school district, student, teacher and community involvement. Summary data is also provided on program selection, grade levels involved in the initiative, and the times in which school districts provided character education. School districts that conducted noteworthy program evaluations are highlighted in a *School Profiles* section, which describes positive outcomes such as:

- Decreased student discipline;
- Improved school performance;
- Effective staff development;

- Positive student self-reports; and
- Improved school climate.

Finally, a sampling of “Noteworthy Impact Statements” in which a variety of schools, teachers and administrators, students and parents describe their perceptions of the impact of the NJCEP initiative on such factors as the following:

- Student skill development;
- Team and community building;
- Problem-solving and decision-making; and
- School climate.

Appendices highlight the recognition efforts the Department of Education has been engaged in to foster character education as a part of positive school change and student development. They also highlight the recognition that New Jersey schools and the NJCEP initiative have received nationally.

New Jersey continues to lead the nation in its commitment to providing support for the development of character education in public schools through the NJCEP initiative. It is our hope that this report will reinforce the significant efforts and achievements New Jersey school districts have accomplished, weaving character education into the many aspects of the lives of students and their families, in addition to district personnel and the surrounding community.



## II. Initiative Overview

During the second year of the initiative, 2001-2002, every school district and approved charter school, special services school, jointure commission, and educational services commission school received a minimum of \$4,000 in state aid to implement a character education program in at least one school building. School districts with enrollments greater than 1,428.5 students received additional funds. The aid for these districts was based upon \$2.80 per resident student.

If a district received more than sufficient funds to implement a program in one building, the use of the additional funds was restricted to use in implementing character education programs in other buildings or for maintaining or expanding existing character education programs. All expenditures were to be used for the direct support of character education programs, materials, services, and activities related to the state initiative. Depending upon district priorities of funding, staffing, student and program needs, schools may select additional program providers for materials, assemblies, staff training, curriculum infusion, community service, or other related character education activities. For more information regarding character education programs and resources, please refer to the Character Education Program Resources Profile Directory, which can be downloaded from the department's Web site at <http://www.state.nj.us/njded/chared> or can be purchased through the Office of Publication and Distribution Services by contacting (609) 984-0549.

The Office of Program Support Services (OPSS) administers the initiative and supports implementation of character education programs through professional development and information networking with the assistance of the New Jersey Center for Character Education at Rutgers University.

A number of nationally well-known speakers, authors and researchers have presented character education workshops throughout the state in support of the New Jersey Character Education Partnership (NJCEP). In November 2001, the Office of Program Support Services coordinated a statewide conference, entitled "Paving the Way: Fostering Student Success". At this conference school districts were provided access to local and national character education vendors and specific workshops addressing character education implementation and evaluation. In addition, school districts were exposed to a variety of other exciting workshops, including enhancing school climate, expanding parental and community involvement, increasing service-learning opportunities, and integrating curriculum infusion activities that promote respect, responsibility, caring, and citizenship.

In February 27, 2002, Governor James E. McGreevey established the New Jersey Character Education Commission by Executive Order #9. The Governor charged the commission to address New Jersey's compelling interest in helping schools as follows:

1. Teach students the importance of good character traits such as integrity, fairness, respect and citizenship;

2. Create classroom environments that encourage students to respect one another while promoting effective learning; and
3. Teach students how to resolve conflicts without resorting to intimidation or violence.

The New Jersey Character Education Commission was co-chaired by Father Edwin Leahy, Headmaster of St. Benedict's Preparatory School; Dr. Moses William Howard of Newark's Bethany Baptist Church; Maud Dahme, 2001-2002 President of the New Jersey State Board of Education; and Dr. Clarence Hoover, Superintendent of Vineland Public Schools. After an initial meeting in early spring 2002, the commission set out in May and June of 2002 to gather up-to-date information on current character education activities in New Jersey and to hear directly from New Jersey citizens, regarding their views on the state's role in promoting character education.

To organize public input, the commission held five public hearings throughout the state in Avenel, Vineland, Newark, Atlantic City and Morristown, which gave members of the public the opportunity to share their thoughts and opinions. Over a hundred citizens attended the five sessions. An additional 61 people, including program and subject matter experts, school personnel, parents, students and citizens from around the state, took the time to testify.

The public response to character education in the state of New Jersey was overwhelmingly positive. Citizens reported the following benefits:

- Dramatic changes in the school climate as a result of the character education efforts;
- Improved behavior/discipline, reduction in bullying, greater understanding between students and adults, increased tolerance and respect of others, and more community service and service-learning efforts on the part of the students; and
- Character education became an integral ingredient in creating safe schools.

In its analysis and deliberations, the commission utilized the character education profile directory, the first-hand accounts from those who testified, and the written statements and materials that were presented to prepare a report to Governor McGreevey. The commission members drafted their recommendations and findings to the Governor in a report submitted in September 2002. The entire report can be downloaded from New Jersey's character education Web site, [www.nj.gov/njded/chared/report.pdf](http://www.nj.gov/njded/chared/report.pdf). The findings in the report are being used to shape state support for the implementation of effective character education programs in every school.

The commission and Governor McGreevey share the vision that the state has an important role in providing leadership in character education so that students throughout New Jersey can be involved in quality programs that recognize the common values that allow them to develop into good citizens.

## **What is Character Education?**

Character can be defined as a complex psychological concept that entails “the capacity to think about right and wrong, feeling moral emotions (guilt, empathy, compassion), engaging in moral behaviors (sharing, donating to charity, telling the truth), believing in moral ‘goods’, demonstrating an enduring tendency to act with honesty, altruism, responsibility, and other characteristics that support moral functioning”.<sup>1</sup> Character as used in education refers to the moral and ethical guidance used by students in their everyday life and the skills required to enact their highest aspirations. As students mature and learn from the experience of responding successfully and unsuccessfully to life’s challenges, their core personality or character forms. This development is a lifelong process. Teachers, as well as students, have their character tested and are challenged to continually grow when faced with ethical and moral dilemmas.

Character education encompasses school-wide climate enhancements, infusion of core ethical values into the curriculum, and teaching strategies that help young people develop positive character traits such as respect, responsibility, trustworthiness, citizenship, fairness and caring. Finally, character education supports academic achievement by providing a nurturing environment for students where children feel safe, competent and confident. As Americans, we continue to examine the moral standards of our society and the ability of our nation’s educational system to prepare young people to be contributing citizens. Clearly, our educational system must build students’ academic abilities while also helping to provide the basis for sound character development.

## **What is Included Under the Umbrella of Character Education?**

Character education is a growing national movement, which is rooted in the belief that the mission of public education includes the social, ethical, and emotional development of young people, as well as academic attainment. It is a transformation of a very old American ideal. In the early years of the republic, it was seen as important to instill democratic virtues at an early age. As Thomas Lickona pointed out in his landmark book, *Educating for Character* (Lickona, 1991), virtues such as patriotism, hard work and altruism were infused through texts such as the famous *McGuffey Reader*. However, by the 20th century, the advancement of science and work by leading philosophers and psychologists emphasizing “objective reality” lessened the importance and status of the “subjective” subjects, such as the study of character and core values.

The following are some examples of the various activities sometimes referred to under the general term “character education”:

- Moral Reasoning/Cognitive Development;
- Social and Emotional Learning;
- Moral Education/Virtue;

---

<sup>1</sup> Berkowitz, M.W. *The Science of Character Education* in Damon, W. (ed.), (2002). Bringing in a New Era in Character Education. Stanford, California: Hoover Institution Press. p.48.

- Life Skills Education;
- Service-Learning;
- Citizenship Training/Civics Education;
- Caring Community;
- Health Education/Drug, Pregnancy and Violence Prevention;
- Conflict Resolution/Peer Mediation; and
- Ethics/Moral Philosophy.

There is greater likelihood that behaviors will change and school culture and climate become more positive if, through integration of activities, there is more school leadership; if staff members embrace core ethical values and virtues in their teaching, especially as role models; and if there is reinforcement of the association between character and student conduct.

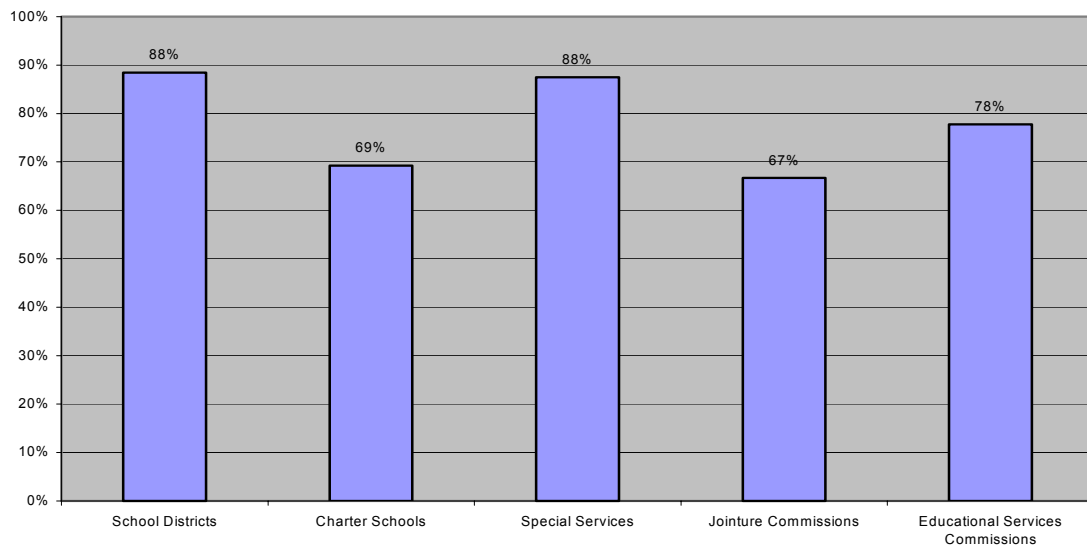
For more information and assistance regarding the development and implementation of character education programs, contact the New Jersey Center for Character Education at (732) 445-7504.

### III. School District Participation and Program Selection

New Jersey was the first state to provide funds to implement character education programs and services in all school districts. During the second year of state funding, school participation included 99.5 percent of public school districts, 100 percent of charter schools, 100 percent of special services schools, 100 percent of jointure commissions, and 100 percent of educational services commissions.

Of the school districts that participated in year two of the initiative, 88 percent of public school districts submitted outcome data. Sixty-nine percent of charter schools, 88 percent of special services schools, 67 percent of jointure commissions, and 78 percent of educational services commissions also submitted outcome data (see Figure 1.)

**Figure 1. Year Two School District Reporting**



In the data collected for year two of the initiative, school districts once again reported the types of programs they selected to implement character education (see Figure 2 below). Home-grown programs were selected by 45 percent of districts which more than doubled from 18 percent in year one. Home-grown programs are programs that were developed and implemented by that particular district.

Programs listed in the Profile Directory were chosen by 38 percent of participating schools. These programs were used by 21 percent fewer districts in year two than in year one. One possible explanation for this change is that districts which received training during year one felt capable of proceeding with program development and expansion during year two without relying so much on external providers.

Alternative programs were chosen by 8 percent of participating schools. Alternative programs are programs that are not listed in the Profile Directory. The combination category – chosen by 9 percent – represents districts which selected combinations of two

or three of the other program categories. The changes in district use of alternative programs, and combinations of programs were modest, with decreases of three percent each from year one reports of 11 and 12 percents respectively.

**Figure 2. Year Two Breakdown of Character Education Programs Selected by Districts**

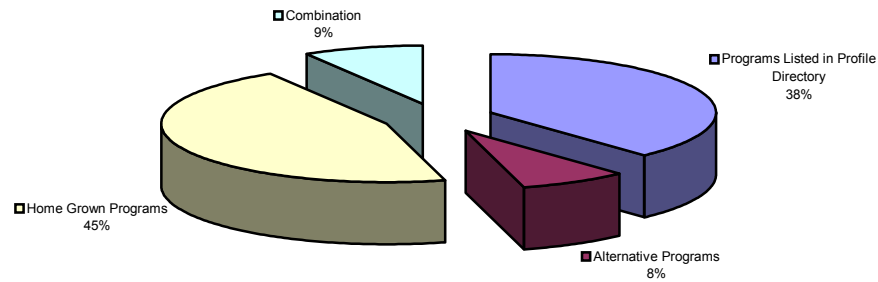
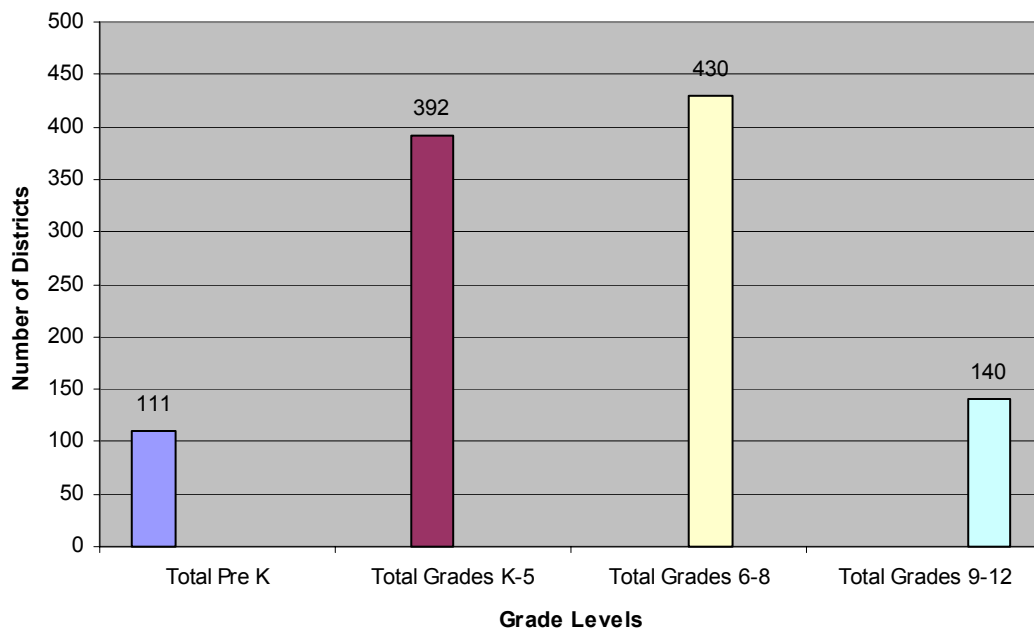


Figure 3 indicates the number of districts that provided character education by grade categories. The character education initiative services students from prekindergarten through 12<sup>th</sup> grade. Districts were asked to indicate the grade levels of their students participating in character education processes, programs, services, and activities. In year two, districts tended to implement character education in grades 1-5 and 6-8 more than prekindergarten and grades 9-12.

**Figure 3. Participation by Grade Level**



Since teachers are instrumental in implementing and maintaining character education in schools, districts must ensure that teachers are knowledgeable and capable in their instruction and interaction with students. Table 1 outlines the total number of staff who participated in professional development in character education processes, programs, services, and activities in each county.

*Table 1.*  
Teachers Trained by County

<b>County</b>	<b>Number of Teachers Trained</b>
Atlantic	2,147
Bergen	3,129
Burlington	2,885
Camden	2,754
Cape May	1,010
Cumberland	1,307
Essex	1,717
Gloucester	1,827
Hudson	808
Hunterdon	900
Mercer	979
Middlesex	2,332
Monmouth	2,544
Morris	2,208
Ocean	2,329
Passaic	778
Salem	218
Somerset	2,437
Sussex	742
Union	962
Warren	611
<b>Total</b>	<b>34,624</b>

Parental and community involvement are also important for reinforcing values taught by character education and assisting children in incorporating them into all aspects of their lives. Table 2 below indicates the total number of parents and community members in each county participating in character education programs, services, and activities.

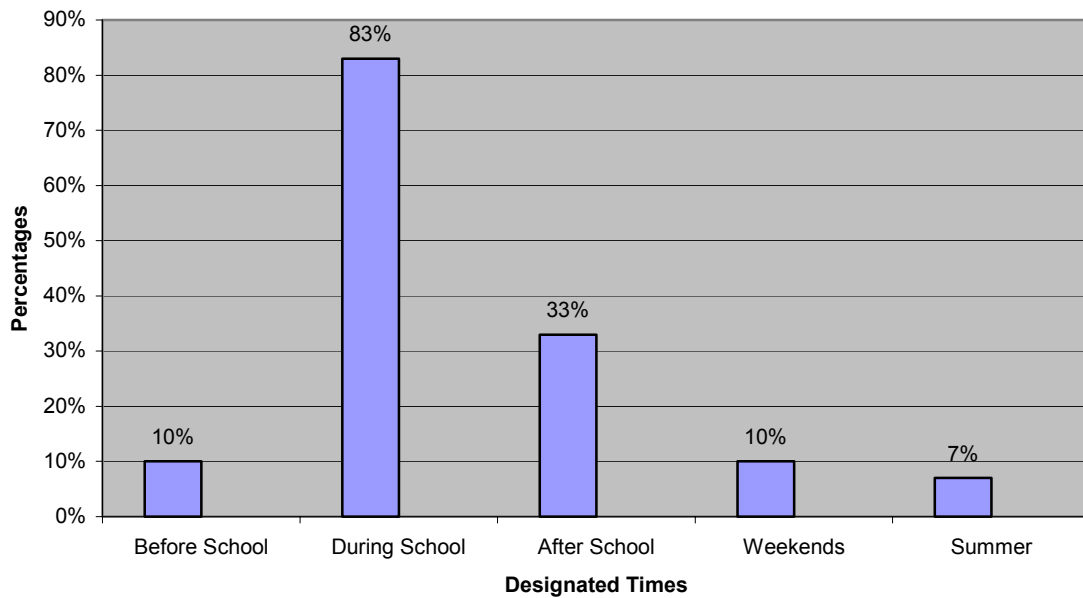
*Table 2.*  
Parent and Community Involvement by County

<b>County</b>	<b>Number of Parents and Community Members</b>
Atlantic	2,477
Bergen	2,787
Burlington	2,196
Camden	3,105
Cape May	928
Cumberland	4,168
Essex	3,101
Gloucester	14,342
Hudson	2,402
Hunterdon	1,541
Mercer	1,156
Middlesex	3,606
Monmouth	3,316
Morris	5,177
Ocean	5,472
Passaic	2,426
Salem	1,301
Somerset	5,575
Sussex	1,030
Union	1,227
Warren	602
<b>Total</b>	<b>67,935</b>



School districts were also asked to indicate all of the relevant times in which their character education programs were offered. The categories the districts chose from included the following: before-school hours, during-school hours, after-school hours, weekends and summer. Figure 4 shows the percentage of school districts that provided character education services for each of the time categories.

**Figure 4. Percentage of Schools Providing Character Education Programs at Designated Times**



#### **IV. School District Reports: Process and Outcome Data**

School districts reported that a total of 2,093 public schools delivered character education services to New Jersey students. In addition, 17 charter schools, 49 special services schools, 6 jointure commissions, and 24 educational services commissions delivered services. A total of 708,791 students were served by all educational agencies participating in the initiative. Tables 3 and 4 below indicate, by county, the total number of participating schools and the total number of students participating in this initiative.

*Table 3.*  
Number of Public Schools Reporting Outcomes Data and  
Number of Students Reported Participating by County 2001-2002

<b>County</b>	<b>Total Number of Schools In Reporting Districts</b>	<b>Number of Schools Participating in Reporting Districts</b>	<b>Number of Students In Reporting Districts</b>	<b>Number of Students Participating</b>
Atlantic	69	60	44,327	33,937
Bergen	243	168	115,389	59,995
Burlington	118	94	67,962	49,707
Camden	152	102	80,606	45,714
Cape May	28	21	13,907	9,823
Cumberland	53	50	27,080	22,147
Essex	168	127	87,818	52,053
Gloucester	79	62	46,759	36,085
Hudson	100	68	78,068	20,085
Hunterdon	45	38	22,331	16,946
Mercer	86	49	51,363	37,681
Middlesex	160	80	103,377	47,134
Monmouth	156	108	101,005	52,483
Morris	141	86	63,938	35,886
Ocean	95	73	72,565	51,145
Passaic	79	38	26,744	14,965
Salem	26	14	9,193	4,904
Somerset	72	52	46,638	33,084
Sussex	42	30	26,179	16,963
Union	140	89	80,082	41,004
Warren	41	34	18,542	13,907
<b>All Counties</b>	<b>2,093</b>	<b>1,443</b>	<b>1,183,873</b>	<b>695,648</b>

*Table 4.*  
Number of Charter Schools Reporting Outcomes Data and  
Number of Students Reported Participating by County 2001-2002

<b>County</b>	<b>Number of Charter Schools</b>	<b>Number of Charter Schools Participating</b>	<b>Number of Students</b>	<b>Number of Students Participating</b>
Atlantic	4	4	1,044	1,044
Bergen	1	1	348	233
Camden	3	3	1021	786
Essex	9	9	1,934	1,934
Hudson	6	6	1,553	1,553
Mercer	4	4	871	871
Monmouth	1	1	154	154
Morris	1	1	96	96
Passaic	1	1	90	12
Somerset	0	0	0	0
Sussex	1	1	88	88
Union	1	1	123	123
<b>All Counties</b>	<b>17</b>	<b>17</b>	<b>3418</b>	<b>2989</b>

## V. Project Outcomes: School Profiles

Although the year two report consisted of fewer structured items from those required in year one, schools tended to provide more detailed unstructured responses. Providing such information may have been anticipated by school districts, since they were asked to provide similar data the prior year.

Information was identified and submitted in response to question 9 on the Report of Project Outcomes for 2001-2002 form, "What were the primary outcomes of the project?" and question 10, "In your opinion, what is the overall impact of the NJCEP Initiative in your building?" School districts that reported noteworthy program evaluations in the area of student discipline, school performance, staff development, student self-reports, and school climate are highlighted in this section. The following are excerpts, as stated by the reporting district, of the project outcomes.

### Student Discipline

\*\*\*\*\*

#### ***Galloway Community Charter School (Atlantic County)***

The 2001-2002 school average daily attendance rate exceeded the established goal of eighty-five percent (85%). The average daily attendance rate for the 2001-2002 school year was ninety-one percent (91%).

\*\*\*\*\*

#### ***Greater Egg Harbor Regional High School District (Atlantic County)***

The Absegami High School is convinced that its character education grant initiatives were a positive force in the improvement of school climate and student achievement, as well as in the decrease in incidents of bias and referrals to the office for disrespectful behavior.

The chief indicator of the success of character education is the decrease in the number of referrals to the vice principals for disrespectful behavior among the ninth grade students, who have been the focus of their efforts since the inception of the program.

#### Ninth Grade Referrals to the Office for Disrespectful Behavior

<b>Marking Period</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>% Decrease</b>
1 <sup>st</sup>	15	10	33.3%
2 <sup>nd</sup>	23	11	52.5%
3 <sup>rd</sup>	14	7	50.0%
4 <sup>th</sup>	19	5	73.7%
Year Totals	71	35	53.5%

\*\*\*\*\*

\*\*\*\*\*

***Pemberton Borough School District (Burlington County)***

Pemberton High School District believes that the following decreases in negative behaviors are the result of the character education initiatives taken at the building level:

<b>BEHAVIOR</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>DIFFERENCE 2000-01 to 2001-02</b>
Insubordination	245	137	-44.1%
Lateness	90	57	-36.7%
Suspensions	652	574	-12.0%

\*\*\*\*\*

***Camden Charter School (Camden County)***

Camden's Promise Charter School's (grades 6-8) 2001-2002 school year was the second year of utilizing the National BETA Club for implementation of character education. Data was collected in three areas as follows: attendance, suspension, and community service involvement. The largest area of note was that suspension rates were much lower for students participating in the program, compared to those students who did not participate.

<b>Population</b>	<b>Attendance</b>	<b>Suspension</b>	<b>Community Service</b>
NJCEP participation	97%	5%	100%
School-wide	96.1%	37%	80%

Camden's Academy Charter High School's 2001-2002 school year was its first year of utilizing the National Beta Club for implementing character education. Their results for students who participated in the program compared with students who did not were as follows:

<b>Population</b>	<b>Attendance</b>	<b>Suspension</b>	<b>Community Service</b>
NJCEP participation	97%	12%	100%
School-wide	95.6%	33%	20%

\*\*\*\*\*

***Voorhees Township School District (Camden County)***

Voorhees Middle School provided its out-of-school suspension and Saturday detention statistics from the 2000-2001 and 2001-2002 school years. The statistics show a significant decrease in both areas during the 2001-2002 school year. Total out-of-school suspensions dropped by 30 (57%) from one school year to the other. Additionally, the number of Saturday detentions dropped by 36 (20%). Although the educators at Voorhees Middle School understand that the character education initiative was not the only determining factor in the aforementioned drops in suspensions and Saturday detentions, they attribute the drop to both the implementation of a new school discipline code and the infusion of character education into their middle school curriculum.

2000-2001: 54 out of school suspensions  
183 Saturday detentions

2001-2002 24 out-of-school suspensions  
147 Saturday detentions

\*\*\*\*\*

***Middle Township School District (Cape May County)***

Middle Township Elementary #2 School reported that:

The school set a “school goal” with their county superintendent of schools to show a cumulative increase in student respect by ten percent (10%) as measured by the locally developed student, teacher, and parent portions in the Character Education Assessment. This goal was achieved and reported in the Attainment of Objectives Report to the county superintendent of schools.

\*\*\*\*\*

***Deerfield Township School District (Cumberland County)***

Deerfield Township compared the number of student discipline referrals between the 2000-2001 and 2001-2002 school years to measure the effectiveness of the character education program. The referrals reflect classroom incidences and do not reflect bus infractions.

Grade	2000-2001	2001-2002
K	4	6
1	3	1
2	5	3
3	7	4
4	6	7
5	15	12
6	22	19
7	13	10
8	21	16
<b>Total</b>	<b>101</b>	<b>78</b>

\*\*\*\*\*

***Clayton School District (Gloucester County)***

Since the character education program was first introduced into the district, overall discipline infractions in Herma S. Simmons Elementary School have decreased by 31%, and this year alone, suspensions and bus infractions decreased 9% from last year.

\*\*\*\*\*

***Kingsway Regional School District (Gloucester County)***

Kingsway Regional High School has indicated that there has been a significant decrease in anti-social behaviors among the students over year two of the character education

initiative. There have been decreases in each of the following discipline infractions from the 2000 - 2001 school year and the 2001 - 2002 school year:

<b>Incident</b>	<b>2000-2001</b>	<b>2001-2002</b>
Incitement to fight	14	9
Insubordination	19	11
Unbecoming conduct	8	5
Use of abusive language	11	7
Simple assault	3	2
Disrespect to a teacher	6	5
Removal from in-school suspension	5	3
Excessive class cuts	5	2
Defacing school property	2	1
Use of vulgar language	10	1
Under the influence of alcohol	7	5

\*\*\*\*\*

***Washington Township School District (Gloucester County)***

For the second year in a row, Washington Township High School experienced a drop in infractions related to violent or disrespectful behavior. The 2001-2002 school year saw a drop of 24.3% in infractions related to violent or disrespectful behavior. The chart below highlights the specific data:

<b>INFRACTION</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>DIFFERENCE 2000-01 to 2001-02</b>
Fighting	39	36	17	-52.7%
Provoking a fight	3	19	1	-94.7%
Simple assault of a student	11	6	2	-66.6%
Physically violating the rights of another student	85	31	32	+3.1%
Aggravated assault of a student	0	0	0	0
Verbal abuse of another student	13	9	7	-28.5%
Disrespect to an adult staff member	244	93	88	-5.3%
Arson	0	0	0	0
Possession of a dangerous object	2	3	2	-33.3%
<b>Total</b>	<b>397</b>	<b>197</b>	<b>149</b>	<b>-24.3%</b>

\*\*\*\*\*

***Wenonah School District (Gloucester County)***

A survey was conducted at the beginning of the year and at the end to assess student opinions on bullying and ways to cope with it:

- 44% of students said there was less bullying by the end of the year;
- 100% were able to identify the proper person(s) to whom incidents should be reported; and
- 52% of the students said they had reported incidents and that the person they told helped the situation.

\*\*\*\*\*

***West Deptford School District (Gloucester County)***

The second year of the program produced a safer and more respectful school environment for West Deptford Middle School. This was evidenced by the overall reduction of discipline infractions by over 11%. Some of the categories that demonstrated significant decreases were:

- Misconduct in halls decreased 41%;
- Misconduct in cafeteria decreased 9%;
- Lateness to class decreased 30%;
- Inappropriate language infractions decreased 27%;
- Fighting decreased 23%; and
- Insubordination decreased 95%.

\*\*\*\*\*

***West New York School District (Hudson County)***

Throughout the 2001-2002 school year at Memorial High School there were a total of 65 mediations performed by the senior mediators and the mediation class. The success rate of these mediations stands at 92%, meaning an agreement was reached that satisfied each of the disputants. This agreement is a powerful tool in creating a more peaceful environment within the school and, more importantly, can provide peace of mind to a threatened student. There was a small number of proposed mediations that were unsuccessful, not because the mediators could not aid the parties in their conflict, but because they refused to cooperate. In this scenario, without a truthful and respectful avenue of communication, the mediation is shut down.

\*\*\*\*\*

***PACE Charter School of Hamilton (Mercer County)***

The charter school indicated the following in 2001-2002:

- There was a significant decrease of 75% in the number of teacher referrals of students for discipline issues;
- Tardiness of students decreased by 30%;
- Fewer incidents of misbehavior on the playground were noted; and
- Staff noted an increase in the ability of students to resolve in-class disputes.

\*\*\*\*\*



***Montville Township School District (Morris County)***

The primary outcome of character education at Lazar Middle School was a reduction in disciplinary incidents. Data from past disciplinary incidents were saved and compared to the 2000-2001 school year. The following results were compiled:

- 60% reduction in cutting class;
- 70% reduction in fights;
- 30% reduction in bus incidents;
- 40% reduction in suspensions; and
- 40% reduction in in-school suspensions.

\*\*\*\*\*

***Point Pleasant Beach School District (Ocean County)***

G. Harold Antrim Elementary School submitted the results of its discipline reports, which revealed a drop in all areas, including a substantial drop in the area of disrespect.

	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>
Harassment	17	12	6
Vandalism	8	5	3
Confrontations	29	13	8
Fights	9	5	4
Disrespect	63	71	18
<b>Total</b>	<b>126</b>	<b>106</b>	<b>39</b>

\*\*\*\*\*

***Lakeland School District (Passaic County)***

Lakeland Regional High School indicated that a positive impact was felt for year two. The overall school climate improved with students getting along better this year than ever. In addition, fights and assaults decreased 20%. The number of incidents of negative student behavior dropped dramatically as follows:

	<b>2000-2001</b>	<b>2001-2002</b>
Discipline Referrals	2632	1616
Out-of-School Suspensions	146	142
In-School Suspensions	44	457
Vandalism	39	15

\*\*\*\*\*

***Linden School District (Union County)***

Students were able to develop a common language and an understanding of appropriate behaviors which contribute to a caring school community. When conflict between students arose, the faculty was able to utilize the students' knowledge of the character traits to problem-solve peaceful resolutions to the issue. Conflicts between students were minimized or diminished by utilizing character education skills.

School #8 has tracked the reduction in suspensions to evaluate the character education program.

- 1999-2000, 22 suspensions
- 2000-2001, 5 suspensions
- 2001-2002, 3 suspensions

\*\*\*\*\*

## **Improvement in School Performance**

### ***Newark Charter School (Essex County)***

The Newark Charter School, which serves 110 children in grades 5, 6, and 7, assessed its program's impact on school performance through a student version of a climate survey. The impact is shown in the following survey items:

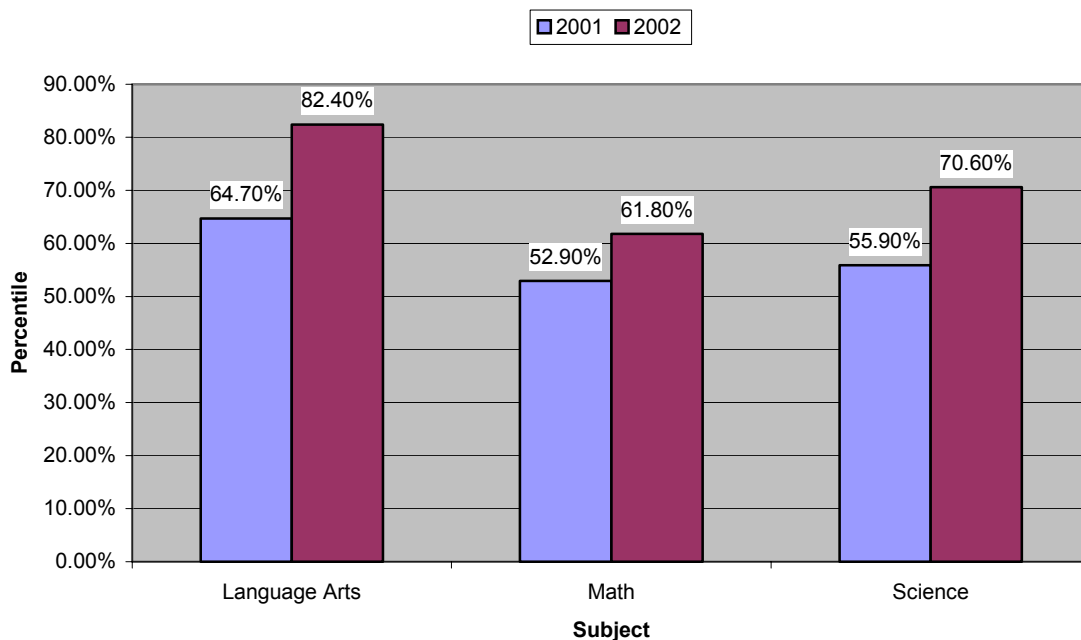
Survey Item	Agree	Not Sure	Disagree
I do extra school work at my school	73%	17%	10%
I enjoy learning at this school	65%	28%	5%
I do all my school work	73%	25%	2%

\*\*\*\*\*

### ***North Star Academy Charter School of Newark (Essex County)***

North Star Academy is convinced that character education is a major factor contributing to the comparative academic success of its students:

**North Star Academy GEPA Scores for 2001 & 2002**



\*\*\*\*\*

### ***Great Meadows Regional District (Warren County)***

Students showed an increase in preparedness for class, completion of assignments, and personal responsibility for learning. This was reflected by the increase in the *TerraNova* for all 3 schools, and the Elementary School Proficiency Assessment (ESPA) test scores for Liberty School and Central School, and the Grade Eight Proficiency Assessment (GEPA) test scores for Great Meadows Middle School.

\*\*\*\*\*

## Effective Staff Development

\*\*\*\*\*

### ***Soaring Heights Charter School (Hudson County)***

The primary outcomes and impact at Soaring Heights Charter School are measured on an annual basis. A survey, which used the words “more” or “much more” to describe the degree of impact of year-two staff development activities, indicated that:

- 93% are more or much more conscious of the impact their words have upon others;
- 78% know their listening skills are much improved or greatly improved;
- 93% say they have more or much more self-awareness in their communications with children;
- 86% say they are more or much more able to help children focus on class work;
- 72% say they are more or much more aware of times when children lose academic focus;
- 86% say they are more or much more relaxed, have a greater sense of confidence, and serve as a better role model for the children in their care;
- 86% say they have more or much more respect for their students, together with more or much more understanding and acceptance of them;
- 71% believe that the communications training program has given them more or much more control and enthusiasm, which inspires greater hope, confidence, and optimism in the students; and
- 86% believe that by creating clear channels of communication with children, students have more or much more respect for teachers at the school and for each other.

\*\*\*\*\*

### ***Plainfield School District (Union County)***

As a part of the evaluation of the program, in addition to student evaluations, the receptivity and responsiveness of the staff to the designed lessons were examined. Teachers stated the following benefits of the program:

- Helping teachers get to know their class (65%)
- Helping to provide positive contexts for literacy practice (64%)
- Helping to manage classroom group problems better (58%)
- Helping to maintain a positive classroom environment (74%)

\*\*\*\*\*

## **Positive Student Self-Reports**

\*\*\*\*\*

### ***Newark Charter School (Essex County)***

With respect to student self-awareness, Newark Charter School's "Stop, Think and Plan" approach helped children to become more aware of their own actions and how these actions affect those around them. Parents have reported that peer mediators are utilizing their training to respond to conflicts in the home and within their communities. Some of the peer mediators have expressed interest in pursuing careers in conflict resolution.

\*\*\*\*\*

### ***Glassboro School District (Gloucester County)***

Dorothy L. Bullock School indicated that, as a result of character education, its third-grade students responded to a survey in the following ways:

- 51% believe telling an adult would help resolve playground problems;
- 54% believe ignoring some behaviors is helpful;
- 63% talk to someone when feeling angry; and
- 72% believe talking about problems helps to resolve them.

\*\*\*\*\*

### ***Highlands Borough School District (Monmouth County)***

The primary objective of Highlands Elementary School's character education program is to increase awareness of the impact of negative communication and learn positive communication skills. Students are expected to learn how to stop the cycle of putting each other down and replace that with encouraging communication that fosters mutual respect.

The students wrote and presented skits and songs depicting negative interactions and then demonstrated the positive corrective behaviors. As a result, an increased awareness of positive interchanges with mutual respect was demonstrated.

Student pre-test and post-test evaluations indicated much growth in their understanding of the need for positive communication to avoid fighting. The parent survey and teacher survey also indicated an increased awareness on the part of their children. Parents noted more positive communication skills such as listening, making eye contact, paying attention to the speaker, and making encouraging rather than discouraging remarks.

\*\*\*\*\*

### ***Tinton Falls School District (Monmouth County)***

The primary outcomes of this project are to help children identify their strengths, feel comfortable with who they are, accept others' differences, and to realize that everyone is equal. Children should be able to demonstrate appropriate conflict resolution strategies in those same situations.

In the evaluation process, students were asked if they agreed or disagreed with the following four statements. The results were as follows:

Question	Percentage Agreed
Did the guidance lessons help me to be more honest?	95%
I am better able to share my feelings with other people.	87%
Did the guidance lessons help me to feel better about myself?	93%
I learned to get along better with others.	93%

\*\*\*\*\*

***Warren County District Technical School (Warren County)***

A post-participation survey was distributed to the freshman class after implementing the character education program throughout the year. The results for this year were that 98% of the students found the program to be personally beneficial. When asked to describe what they learned, some of their responses were as follows:

- I became more independent.
- I know that I can be a leader and make people choose good stuff.
- It helped me work better with other people.
- I improved personally as a result of my participation in the freshman trip by learning that I shouldn't judge others by what other people say.
- I have faith in myself.
- It taught me how to use different strategies to solve different problems.
- I have improved my communication with people and have made many friends.
- I gave myself a more positive attitude.
- It will help me participate in more activities.
- I learned that the first impression is not what the person is like and that I should stay open to people.

\*\*\*\*\*

## Improved School Climate

\*\*\*\*\*

### *Atlantic County Special Services School District (Atlantic County)*

Data were collected in this district for 149 days. The two student survey instruments that were used as part of the pre-test process in May of 2001 were re-administered in May 2002 as part of the outcome evaluation. The first survey focused on the students' perception of physical and emotional safety. The second survey focused on the students' perceptions of staff. The results shown are a comparison of the May 2001 pre-test and the May 2002 post-test:

### *SURVEY 1 – Student Perceptions of Schools*

	<b>Change in percentages of responses from May '01- May '02</b>		
	<b>Almost Always</b>	<b>Sometimes</b>	<b>Almost Never</b>
I think my teachers/staff keep me physically and emotionally safe	+6.32	-2.62	-3.7
They are concerned about my happiness at school	+7.49	-6.24	-1.27
*They allow other students to embarrass and humiliate me	-1.07	-14.48	+6.41
They teach me to respect other students	+9.81	-6.11	-3.7
	<b>Change in percentages of responses from May '01- May '02</b>		
	<b>Almost Always</b>	<b>Sometimes</b>	<b>Almost Never</b>
They help me to understand how my actions effect others in school	+5.69	-8.26	+2.56
*Are you feeling threatened by other students?	-27.06	+5.7	+21.37
My teacher treats me with respect and dignity	+12.1	-4.7	-7.4
*Do you bully other students?	-25.92	+4.17	+21.76
*My teachers/staff allow other students to tease me and put me down	-9.26	+1.85	+7.4
*Do other students bully you?	-31.48	+17.6	+13.89

\* indicates items that are reverse-scored

**SURVEY 2 – Student Perceptions of Staff**

	<b>Change in percentages of responses from May '01- May '02</b>		
	<b>Almost Always</b>	<b>Sometimes</b>	<b>Almost Never</b>
I think that my teachers/staff help me to solve problems	+18.93	-15.88	-3.13
They encourage me to come to them with problems big or small	+21.87	-15.63	-6.25
My teachers really listen to me	+25.27	-22.02	-3.13
They show me that they appreciate my positive choices and hard work	+9.37	-9.37	0.00
They believe that I can do a good job	+6.25	-6.25	0.00
They help me make choices that are best for me	+3.4	-3.32	-0.12
The staff makes me feel that I am an important part of this school	+28.67	-25.25	-6.43
They treat me and other students fairly	+28.4	-19.04	-9.37
My teachers keep their promises	+6.71	-2.97	-3.13
They provide me with help when I need it	+15.71	-6.35	-9.38

\*\*\*\*\*

***Newark Charter School (Essex County)***

The character education initiative has had a positive impact on this school's climate and helped develop a school environment in which students feel safe, respected, and supported by teachers. In the student version of the School Climate Survey, students responded to survey items in the following ways:

	<b>Agree</b>	<b>Not Sure</b>	<b>Disagree</b>
My school is a safe place	78%	22%	0%
My teachers care about me	70%	25%	5%
At my school, the teachers do not respect the children	7%	25%	68%
At my school, children help one another	60%	33%	3%
My parent is welcome at the school	90%	8%	0%



## **VI. Noteworthy Impact Statements**

### **Student Skill Development**

“We know it is nerve-wracking coming into sixth grade. We want to show the fifth graders it is really okay.”

***-8<sup>th</sup> grade student, Robert R. Lazar Middle School***

“This student received a Dodge Leadership Grant to develop a transition program for 5<sup>th</sup> graders revolving around conflict resolution. She and her friends traveled to each of the 5 elementary schools to deliver her 45-minute message. I am certain that because of exposure to our character education program, this student was able to speak through her guidance counselor about her personal experiences of being bullied when transitioning from 5<sup>th</sup> to 6<sup>th</sup> grade. The grant demonstrates the increased awareness and sensitivity prevalent in the building and one of many student initiatives promoting character education in her building.”

***-John Gallucci, Principal—Montville Township School District***

“Even though I was still sad, I wasn’t crying so much that I couldn’t breathe.”

***-Student—Memorial School***

This student reported on using the “Keep Calm” strategy when she learned about the death of a relative. She also reported that she taught another family member to use the strategy while attending the funeral.

***-Erica Reddan, Guidance Counselor—Montvale Public Schools***

“[A] student reported using ‘speaker power’ during dinner one night after his mother got mad and yelled, ‘I can’t take it anymore, one person at a time’. After teaching the family the rules of ‘speaker power’, he reported having a lot less fighting and not feeling jealous of his brothers any more”.

***-Erica Reddan, Guidance Counselor—Montvale Public Schools (Memorial School)***

“As a result of the implementation of the Lions Quest Program in grades 6 and 7, there was an increase in the number of students seeking assistance from peer mediators. Through the use of various communication strategies, our students communicated their concerns and issues more effectively. In addition, our students made connections between past topics and the topics of later lessons. There was a decrease in guidance interventions and administrative disciplinary actions.”

***-Karen Bennett, Vice Principal—Dumont School District (Honiss School)***

“Administration, faculty, parents, and students...have expressed a variety of positive opinions as to the program’s impact on student behavior, student self-discipline, teacher-student and student-student interactions as well as student behavior in non-school settings (e.g., in areas such as peer-to-peer interaction and sibling-to-sibling interaction). At one PTA meeting wherein a presentation on the character education program had been completed, one parent told a story of hearing her two children (grade 3 & grade 5 at the

time) using the vocabulary and process steps taught to them as part of the consistently integrated Social Decisions Making/Problem Solving lessons they had experienced at their individual grade levels. Another parent responded that she too had heard her primary student speaking with a younger, pre-school sibling and using the vocabulary and process steps in the Social Decision Making/Problem Solving curriculum.”

***-Mario D. Cardinale, Superintendent—Riverdale Public School District***

### **Team and Community Development**

“Our school-wide activities have fostered [inter-grade] connections between younger and older students...The school-wide activities send a message to all of our students of the importance of the pillars of character, and engage students in cooperative ventures.”

***-Laura Hartner, Principal—Kingwood Township School***

“The children are beginning to think of themselves as part of a school community and also as part of a larger international community of children. They are developing the ability to recognize a core set of character traits and how their personal behavior demonstrates these traits. They have shown compassion during the days and weeks following 9/11. Children made an attempt to refrain from teasing and alerted the teachers if a classmate was experiencing distress. In several cases, students who were receiving counseling asked the school social worker if she could see these other students.”

***-Ellen Grayson, School Social Worker—Washington Borough (Taylor Street School)***

“The raising of parent awareness...enabled them to support their own children and to work cooperatively with Ridgeway Staff.”

***- Janette Lada, Principal—Manchester Township School District (Ridgeway School)***

“I believe that the NJCEP Initiative has had a positive effect on the targeted students of Wharton Borough Public Schools as the funding has allowed us to offer curriculum and programming to our students that would not have been available otherwise. The FAST Program was so successful that our families have arranged to continue meeting after the program ended independent of the school to continue their learning process and support one another in an effort to be positive parents.”

***-Susan Johnston, School Counselor—Wharton Borough Public School District (Duffy Elementary School)***

“Through character education, the students of Robert Treat Academy Charter School are given meaningful opportunities to work in the community. They see the effects of their work on the people they touch through the program and develop their self-esteem. They

become enthusiastic about volunteering and learn it feels good to give. They learn that they can make positive changes in their community when they have the necessary leadership skills to take meaningful action and have appropriate adult support.”

***-Michael Pallante, Principal—Robert Treat Academy Charter School***

“Through our activities, students have been able to identify the core virtues and many have exhibited them through low-level trust activities. With the use of debriefing and observation of activities, we started to hear, ‘I’ shifting to ‘we/us’, and the evolution of group cooperation with communication leading to, ‘Will you help me with this?’, ‘We talked/discussed’, ‘teamwork’, and ‘I will try’ rather than ‘I can’t’.”

***-Jane Jones, Consultant Teacher—Morris Hills Regional School District***

“Teachers noted an increase in group cohesiveness within their classrooms. Less teacher time was spent arbitrating disputes. Students utilized the skills taught in the Social Decision Making/Problem Solving Program to resolve disputes between themselves without relying on adult intervention.”

***-Linda Freda, Principal—North Caldwell School District***

“The team approach fostered by the [Social Problem Solving and Decision Making] program has facilitated more differentiated instruction in the classroom...The program served to reinforce concepts as well as introduce new strategies and methods to staff.”

***-Kathleen S. Moreland, Director of PDA Middlesex County Educational Services Commission***

“One success story is about a boy in the sixth grade. He is very quiet and doesn’t come from the most stable family. In previous years, a boy like this would have been picked on, but because of the [character education] programs, our students include this boy and try their best to make him feel comfortable in school.”

***-Jenni Ademo—Charles DeWolf School, Old Tappan School District***

### **Problem-solving and Decision-making**

“One day, I forgot to do my math homework, so someone told me the answers. During math class, I felt so horrible; I told Mrs. Russo what happened. She didn’t punish me. She knew that I had done the right thing, and I was very honest. After that I felt much better. I felt proud that I told the truth, and did the right thing.”

***-Student—James Fallon School***

“The teacher was impressed with the student’s courage and honesty. She attributes the student’s good choice to the lessons learned through the Positive Action curriculum.”

***-Diane Pandolfi, Principal—Wayne County School District***

“Our character education is ongoing and our students are becoming more accepting of each other, more tolerant and less judgmental. Classroom and playground problems have lessened. Peer mediators were not needed last year and were called on only a few times the year before. Our students are becoming very good at problem solving and helping each other.”

***-Bonnie Dickinson, Guidance Counselor—South Harrison Township (South Harrison Elementary School)***

“[T]he most telling testimony to the effectiveness of the PACE approach is willingness of students to admit that they need to change and their new found desire to work things out. For example, students who began the year making such comments as ‘I don’t want to do this,’ ‘I’m not telling them about myself’ were heard making the following statements at the end of the year: ‘I still need to work on my coping skills’ or ‘let’s work this out.’”

***-Teacher—Bergen County Special Services (Evergreen Academy)***

“The concept of conflict resolution was utilized on multiple occasions by administrators and staff. Eventually, the students were able to perform the techniques to best control volatile situations.”

***-Teacher—Englewood Cliffs School District, Upper School***

### **School Climate**

*Parent #1*

“Our children are receiving a great education in a nurturing environment.”

*Parent#2*

“When I come into the school, I feel good. People are happy. It is a cheerful school.”

***-Parents—Hillsborough School District (Amsterdam Elementary School)***

“Overall the students and teachers have been positively impacted by the NJCEP. Through a survey, the teachers and staff reported that students seem more aware of their actions. They have commented that the students are using their manners more frequently and are more willing to help one another.”

***-Carroll C. Spencer, Vice Principal—Burlington Township School District (B. Bernice Young School)***

“Children in our school have accepted the responsibility for helping to stop bullying. They now realize that staying a member of the “silent majority” does not help the situation. This September, we started a “bully patrol” and the number of volunteers was beyond expectations. One child turned in his bully patrol badge after only three weeks saying, ‘We don’t need a bully patrol anymore. I can’t find any bullies!’”

***-C.C. Smith—Wenonah School District***

### **Parental Involvement**

“I am a lucky parent in that I attended a parent series of the Open Circle program held last spring by Cyrile Wilson and Debbie Vita. I truly enjoyed the program and have a much better understanding of what my children experience during Open Circle. My experience has aided my parenting skills and has made it easier to initiate conversations with them on what is happening at school.”

“One of my children has severe social difficulties and the Open Circle program has helped her to better acclimate into the classroom and understand perspectives of her classmates. In turn, through this program, her very talented teachers have championed her differences and helped her peers see that difference is not always “weird” or bad. I watched my child’s class develop into a cohesive community willing to help each other and think about how one’s actions would impact others. While I know that the Open Circle program is not solely responsible, I believe that creating an environment where children know that their ideas, feelings, and opinions will be respected creates a foundation for wonderful things to grow.”

***-Parent—Ridgewood Public School District***

As a result of a bullying prevention program..."Parents shared that the workshop presented them with a better idea of what constitutes bullying, how to help prevent it, and how to handle their [child] should he or she be a victim or a bully."

***-Kim Fitzpatrick, Freehold Township School District***

## **VII. Current Status**

The New Jersey Department of Education is continuing its efforts to promote the infusion of character education in our schools and to provide networking opportunities to advance the initiative. NJDOE is committed to providing ongoing support for school district efforts to improve their school environment and develop citizens who exercise thoughtful choice and sound conduct. Described below are updates on character education initiatives.

### **New Jersey Character Education Network**

The purpose of the network is to provide a forum for sharing information, research and promising practices. The network has gradually expanded over the past six years and has over 1600 members. Due to the overwhelming interest in character education in New Jersey, a listserv has been created to maintain ongoing communication with the members.

To be included on this listserv, please go to the NJCEP Web site, [www.nj.gov/njded/chared](http://www.nj.gov/njded/chared) and click on “Join Our E-mail List”.

### **New Jersey Center for Character Education (NJCCE)**

In October 2002, New Jersey received federal funding to further its character education efforts. New Jersey is one of only five states to receive an award under the Partnerships in Character Education grant program, Title V, Part D of the No Child Left Behind Act of 2002. The NJDOE will receive approximately \$2 million over four years to create a substantial technical support capability that will promote the development of effective character education programs in public and nonpublic schools throughout the state.

Through this grant, New Jersey has created the New Jersey Center for Character Education (NJCCE) housed at the Center for Applied Psychology in the Graduate School of Applied and Professional Psychology, Rutgers University, Piscataway. NJCCE will provide in-depth technical assistance, program evaluation, and professional development and skills enhancement to all public and nonpublic school districts in New Jersey. The creation of the New Jersey Center for Character Education will provide the leadership necessary to take New Jersey’s efforts to a new level by providing guidance for schools to adopt programs and strategies that have proven to be effective.

For more information on how public and nonpublic school districts can use the services of the NJCCE, contact the Center at (732) 445-7504 or visit its Web site, [www.nj-character.net](http://www.nj-character.net).

## **APPENDIX A**

National Schools of Character and Promising Practices Awards  
Star Schools/Best Practices Awards

### **National Schools of Character and Promising Practices Awards**

As schools and districts across the nation become increasingly interested in how to implement character education effectively they look to exemplars for inspiration. The *Character Education Partnership (CEP)* annually recognizes schools and districts as *National Schools of Character* and *Promising Practices* for their outstanding character education initiatives.

The *Character Education Partnership (CEP)* has been a strong collaborating partner with the New Jersey Department of Education for the past five years. The agency has provided technical assistance in support of the federal grant project and the *New Jersey Character Education Partnership (NJCEP) Initiative*.

A *Promising Practice* is an outstanding component of a character education initiative. From service learning to sportsmanship to academic integration, *Promising Practices* represents a wide variety of innovative strategies in character education. The following New Jersey schools and districts received *Promising Practices* awards in 2001 and 2002:

#### **2001 Promising Practices**

Antheil Elementary School (K-2)  
Ewing, New Jersey

Triangle Elementary School (K-4)  
Hillsborough, New Jersey

#### **2002 Promising Practices**

Mill Lake School (K-3)  
Monroe Township, New Jersey

Barclay Brook School (K-2)  
Monroe Township, New Jersey

Cranford High School (9-12)  
Cranford, New Jersey

Hunterdon Central Regional High School (9-12)  
Flemington, New Jersey

James Madison Primary School (PreK-2)  
Edison, New Jersey

Public School #22 (PreK-8)  
Jersey City, New Jersey



## **Star School/Best Practices Awards**

The New Jersey Department of Education annually celebrates the excellence achieved by New Jersey's public schools through the *Star School/Best Practices* awards program. Star Schools are identified as "cutting edge" schools that have identifiable specializations or whole-school reform models. *Best Practices* are considered innovative practices in 19 categories that address specific educational needs of students.

The following public schools received the 2001-02 *Best Practices* awards in the *Citizenship/Character Education* category:

Robert Hunter School  
Flemington-Raritan School District  
*Healthy Helpers*

Linden High School  
Linden School District  
*Learning to Serve, Serving to Learn*

Robert Frost Elementary School  
East Brunswick School District  
*Reaching Out in Harmony*

East End School  
North Plainfield School District  
*Character Education-It's Elementary*

## APPENDIX B

### New Jersey Character Education Partnership (NJCEP) Initiative Report of Project Outcomes for 2001-2002 For Each Participating School Building

**Instructions:** Each school building in the district that participated in the second year initiative (school year 2001-02) shall use this form as a reference for reporting outcomes for character education programs and services implemented this school year. The form does not need to be completed or submitted at this time. The Office of Program Support Services will send this form to each district superintendent and charter school lead person next spring for final completion and submission. Any questions, please contact the Office of Program Support Services at (609) 292-5935.

County: \_\_\_\_\_ County Code: \_\_\_\_\_  
District: \_\_\_\_\_ District Code: \_\_\_\_\_  
School: \_\_\_\_\_ School Code: \_\_\_\_\_

Identify the School's Character Education Program Selection(s): Check all that apply.

\_\_\_\_\_ Program(s) listed in *Profile Directory*  
\_\_\_\_\_ Alternative program(s) (not listed in *Profile Directory*)  
\_\_\_\_\_ Homegrown program(s) (developed and implemented by district)

1. Total number of schools in district: \_\_\_\_\_
2. Total number of schools participating in New Jersey Character Education Partnership Initiative: \_\_\_\_\_
3. Total number of students in district: \_\_\_\_\_
4. Total number of students in your building participating in the New Jersey Character Education Partnership Initiative: \_\_\_\_\_
5. Grade levels of students in your building participating in character education process, programs, services and activities:  
(Check as appropriate)  
\_\_\_\_\_ Pre-Kindergarten  
\_\_\_\_\_ K through 5  
\_\_\_\_\_ 6 through 8  
\_\_\_\_\_ 9 through 12
6. Total number of staff in your building trained in character education processes, programs, services and activities: \_\_\_\_\_
7. Total number of parents/community members participating in character education programs, services and activities: \_\_\_\_\_
8. The district's/school's character education programs are offered during the following times: Check all that apply. \_\_\_\_\_ Before school hours \_\_\_\_\_ During school hours \_\_\_\_\_ After school hours \_\_\_\_\_ Weekends \_\_\_\_\_ Summer
9. What were the primary outcomes of the project? Include quantitative and qualitative data. (Use a separate page to report these results.) Check here \_\_\_\_\_ if no data were collected.
10. In your opinion, what is the overall impact of the NJCEP Initiative in your building? (Use a separate page and report any success story in the form of a narrative and/or data that indicates outcomes related to program goals, objectives and/or activities.)